



# BEHAVIOUR MANAGEMENT POLICY

Catkins Preschool

July 2022

Catkins Preschool believes that children need rules and routine to feel secure and to achieve their full potential whilst in the setting. Children should feel comfortable and safe whilst playing and learning and it is our responsibility as practitioners to maintain a high level of behaviour management to facilitate this. We use our environment to offer the children stimulating and challenging learning opportunities but also manage our expectations with regard to their individual ages and abilities.

Children require adult guidance, input and modelled behaviours to help them learn the boundaries within the setting and also to be able to consider the feelings of themselves and others around them. They also need to understand the impact of their actions and how this can affect other children and the adults in the setting.

We use the Early Years Foundation Stage guidance relating to behaviour as our starting point and this is interwoven into our practise. We promote British Values through our rules and expectations and the children are made aware of these. For example understanding that when the bell is rung the children must all stand still and listen, also that during storytime they must sit on the story mat and listen to the story. These routines will read the children for school where they will need to follow instructions and the structure of the school day. Practitioners within our setting will be good role models for our children in the way they interact with the children, parents and other adults in the setting. Positive behaviours such as kind words, actions, helping others, good listening etc will be rewarded and the children will feel happy and confident in their learning and play. We also ask that the children do not engage in rough and tumble play, fighting, wrestling or imaginary gun play. We find this type of play can lead to the children becoming over excited and injuring themselves

Staff will also be aware that:

- Outside factors such as special educational needs, tiredness, hunger and illness can effect behaviour and they will make adjustments in their expectations accordingly
- They must work closely with one another and also the parents to create strategies to promote positive behaviour patterns
- Not shout or raise their voices when dealing with inappropriate behaviours
- Encourage children to form positive relationships where they can empathise with others and regulate their behaviours. For example – turn taking will be encouraged with the use of a timer if necessary so children understand when their turn starts and finishes
- Aggressive language or actions will not be tolerated within the setting and parents will be informed of any incidents
- These behaviours happen because children have not developed the skills to manage their emotions, feelings and wants. This is all part of learning and growing and we will work closely with all of the children to teach them how to interact, play and learn both alongside and together with their peers.

Tackling inappropriate behaviours

When a situation arises an adult will approach the children and stopping any actions which could result in a child being hurt. They should then discuss with the children what is happening and how this may have made those involved feel. The children should then be given time to reflect on their actions and if possible they should resolve the situation themselves, or with the help of the adult. In cases of persistent negative behaviour choices, staff may need to talk to the parents of the child to identify any reason for such behaviours and to come up with a targeted plan of action with the support of the parents. We handle children's behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion, redirecting the child or by withdrawing the child from the situation and moving them to a calm thinking space with an adult to give children time to calm when necessary or think about their behaviours' actions and waving th

### Use of Physical Intervention

Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS)

This includes if the child is putting themselves in danger by throwing themselves to the floor or putting others at risk of harm by kicking or flailing their arms around. A staff member will then use reasonable force to prevent injury to the child or anyone around them. This will usually involving holding the child until they have calmed down or have been removed from the harmful situation.

If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

### Behaviours Causing Injury to Others

During their development lots of children go through stages which can lead to unacceptable behaviours. Examples of these are pinching, scratching and biting. These are often actions used by children through frustration before their language and communication skills are fully developed. Whilst these behaviours are common in children of this age, they are not accepted at Catkins Preschool and we have to follow procedures to ensure all children understand this and that there are consequences to their actions. If a child causes injury in any way to another child the closest member of staff will act quickly to:

1. Comfort the child who has been hurt and administer the relevant first aid
2. Remove the child from the situation to calm down and focus on speaking with the adult
3. Explain the consequences of these action by showing the child the mark they have left on the other child, telling them that this behaviour is unacceptable and encouraging them to think how it has made the other child feel
4. Inform the injured child's parents/carer when they collect them using an accident form – staff are aware that they should not mention the other child's name
5. Inform the child's parents/carer that they have hurt another child, using an incident form to log this conversation and any appropriate strategies to prevent this happening in the future

6. Make other staff aware of the incident so that it can be monitored
7. If behaviours are frequent and are not resolved after discussions with the parents then it may be appropriate to involve outside agencies after further meetings with the parents